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ABSTRACT

This document is part of a series designed to help adult home economics education supervisors and instructors meet the consumer-homemaking needs of the low-income adult learner. The information contained in this part provides idea starters for developing ways to make more effective instructional presentations. Various methods and techniques applicable to the teaching of home economics to low-income adult learners are presented in chart form. A brief description of each method, guides and purposes for using, and suggested learning experience are provided. A source list and bibliography are included. Other publications in this series include: "Creating A Learning Environment," "Determining Program Content," and "Motivating the Learner." (Editor/CK)

ED055269

Home Economics Educatio

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Selecting Teaching Techniques

Ideas for Instructors
of Consumer-Homemaking Programs

WORKING WITH ADULTS

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224
1971

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BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224
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Foreword

Consumer-homemaking centers are designed to help meet the needs of individuals disadvantaged areas. The programs at the centers generally encompass the range of t economics. The participants attend the centers voluntarily and sustained attendance of the programs to satisfy individual needs. Many of the participants have lost fai methods, techniques, and materials that are used at the centers need to be innovativ their appropriateness for specific individuals.

The development of materials designed to help individuals improve their effecti ipants at local consumer-homemaking centers in the State was initiated by Laura M. E Economics Education. The purpose of this publication is to encourage supervisors an of teaching methods and techniques when they present information to individuals and this series include: *Creating A Learning Environment, Determining Program Content,*

Appreciation is expressed to Dorris M. Closs, associate professor of home econo College at Buffalo, for preparing the materials for this publication. Assistance rel by Gertrude Jacoby, consultant to the Bureau of Home Economics Education. Nelson S. Bureau of Continuing Education Curriculum Development, coordinated the project and p publication.

Bu

H. GEORGE MURPHY, *Director*
Division of School Supervision

Foreword

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ris M. Closs, associate professor of home economics education, State University
materials for this publication. Assistance relating to content was provided
Bureau of Home Economics Education. Nelson S. Maurer, associate in the
ulum Development, coordinated the project and prepared the manuscript for

HERBERT BOTHAMLEY, *Chief*
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Contents

	Page
Foreword	iii
Overview	1
Teaching Methods and Techniques	2
For Individual Work	2
For Individual and Small or Large Group Work	3
For Small or Large Group Work	5
Source List	10
Bibliography	13

Overview

Selecting Teaching Techniques is part of a series designed to help adult home econ
and instructors meet the consumer-homemaking needs of the low-income adult learner. Th
this part provides idea starters for developing ways to make more effective instruction

The material may be used independently or with the other parts in this series. Su
information for inservice training of selected personnel or as a topic for discussion d
meeting. In addition, the material may be used as a resource for the development of le
instructor or by the staff as they coordinate their various responsibilities. Also, th
by educational institutions as part of a preservice training program for persons enteri
economics education.

The instructor needs to keep in mind that it is the learner who must perceive and
being taught. To assist the learner with this task, the instructor needs to utilize me
which will provide the motivation for this learning and permit a linkage of the adult
interest, and abilities to his present situation.

Familiar as well as new teaching methods need to be used by the instructor. A va
stimulate and maintain interest, increase participation, and prompt effectual learning
methods may be used in any learning experience. Methods and techniques as well as mat
selected in terms of their appropriateness for specific participants because much of th
the consumer-homemaking center is individual in nature.

Various methods and techniques applicable to the teaching of home economics to lo
presented in chart form. A brief description of each method, guides for using, purpos
learning experience are provided. Methods are listed for individual work, individual
work, and small or large group work.

A source list is included but it is not to be considered exhaustive nor interpret
State Education Department. A bibliography is provided to give the opportunity for fu
topic.

Overview

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needs of the low-income adult learner. The information contained in
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are listed for individual work, individual and small or large group

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y is provided to give the opportunity for further investigation of the

Teaching Methods and Techniqu

FOR INDIVIDUAL WORK

Method	Guides for Using	Purposes for Us
INDEPENDENT STUDY		
Working alone on self-initiated projects, with or without supervision	• Plan with participant project to be initiated and determine steps for accomplishing it. • Allow participant to work independently giving direction and help when needed. • Provide a variety of appropriate resources.	• Individualizes i tion for members group with varyi interests and ne • Increases specif • Gives scope and an area of inter • Provides solutio individual probl
PROGRAMED INSTRUCTION		
Arranging materials in small step sequences to be pursued by participant at his own rate of speed and containing built-in evaluation and positive reinforcement	• Select or prepare appropriate material. • Plan with participant when and how to use program. • Determine whether to use at center or elsewhere.	• Individualizes i tion. • Provides solutio individual probl • Presents factual mation, definiti basic ideas.

Teaching Methods and Techniques

FOR INDIVIDUAL WORK

Guides for Using	*Purposes for Using*	*Suggested Learning Experiences*
an with participant oject to be initiated d determine steps for complishing it. low participant to rk independently giving rection and help when eded. ovide a variety of propriate resources.	• Individualizes instruction for members of a group with varying interests and needs. • Increases specific skills. • Gives scope and depth to an area of interest. • Provides solutions for individual problems.	• Prepare and construct projects in such areas as home furnishings, foods, clothing, and child development. • Suggest interest readings while having coffee in the living-resource area. • Provide materials for use at home.
lect or prepare appro-riate material. an with participant en and how to use rogram. etermine whether to use center or elsewhere.	• Individualizes instruction. • Provides solutions for individual problems. • Presents factual information, definitions, and basic ideas.	• Reinforce skills in clothing construction or food preparation. • Pursue a special interest in home economics related to such content phases as family relationships, child development, and consumer economics.

FOR INDIVIDUAL WORK
(continued)

Method	Guides for Using	Purposes for Using
PROGRAMED INSTRUCTION (continued)		
	• Combine with other methods of instruction.	• Releases teaching time for other priority needs
	• Catalog and store within access of aide, instructor, and participant.	• Encourages participant's independence. • Gives additional stimulation for academically oriented participant.
	FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK	
INTERVIEW Asking questions of one or more persons relative to information for the group or individual	• Review with participant purpose of visit and type of information that can be gained. • Plan with participant how, when, and where the interview will be conducted. • Discuss and summarize with participant findings gained from the interview.	• Provides firsthand facts and background information on special topics. • Secures opinions of specialists in a field. • Gives experience and confidence in acquiring information from another individual. • Improves communication in an interview-type situation.

FOR INDIVIDUAL WORK
(continued)

...uides for Using	Purposes for Using	Suggested Learning Experiences
...bine with other ...hods of instruction. ...alog and store within ...ess of aide, instruc-..., and participant.	• Releases teaching time for other priority needs. • Encourages participant's independence. • Gives additional stimulation for academically oriented participant.	• Provide instruction for additional work away from center.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK

...view with participant ...rpose of visit and ...e of information that ... be gained. ...an with participant how, ...en, and where the ...terview will be con-...cted. ...scuss and summarize with ...rticipant findings gain-... from the interview.	• Provides firsthand facts and background information on special topics. • Secures opinions of specialists in a field. • Gives experience and confidence in acquiring information from another individual. • Improves communication in an interview-type situation.	• Interview participants to determine program interests and needs. • Have participants interview each other and then introduce each other to members of the group informally. • Interview guests invited for refreshments. • Have participants interview several prospective employers and educational personnel and bring findings back to group.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using
LABORATORY WORK		
Appyling knowledge in a realistic situation by individuals or groups with the emphasis on skills as well as factual knowledge	• Plan the activity with participants considering: Project selection Steps involved Evidences of accomplishment Standards of workmanship Project evaluation	• Gives actual experienc in a realistic situati • Develops managerial ability. • Provides opportunity t use information with supervision. • Reinforces learnings b doing. • Develops skills. • Increases self-confide through the realizatio successful product com tion.
OBSERVATION		
Watching persons or things for specific purposes and often under different circumstances	• Clarify with participants purpose of observation and conditions under which observation is to be made. • Review behavior and courtesies expected of good observers. • Share findings with group.	• Allows the gathering o firsthand information behavior and procedure • Increases knowledge of immediate environment. • Provides a comparison various methods and equipment.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

Guides for Using	Purposes for Using	Suggested Learning Experiences
Plan the activity with participants considering: Project selection Steps involved Evidences of accomplishment Standards of workmanship Project evaluation	• Gives actual experiences in a realistic situation. • Develops managerial ability. • Provides opportunity to use information with supervision. • Reinforces learnings by doing. • Develops skills. • Increases self-confidence through the realization of successful product completion.	• Plan project work in such content areas of home economics as child development, clothing, consumer education, family health and home nursing, foods, housing and home furnishings, and management.
• Clarify with participants purpose of observation and conditions under which observation is to be made. • Review behavior and courtesies expected of good observers. • Share findings with group.	• Allows the gathering of firsthand information on behavior and procedures. • Increases knowledge of immediate environment. • Provides a comparison of various methods and equipment.	• Observe children in the adult center. • Observe people performing specific tasks. • Make survey of community relative to identified factors.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using	Su
STUDY TRIP			
Visiting outside the adult learning center as a group and arranged by instructor, aide, or participants	• Plan trip and determine goals with participants. • Select place to go and things to see in relation to goals, accessibility, and time. • Plan for transportation. • Prepare participants by clarifying purpose of trip, standards for safety, and proper conduct. • Summarize with participants the findings and reactions of the trip.	• Provides firsthand information and knowledge of a service, product, or facility. • Improves understanding and appreciation of business, industrial, and social resources in the target community and surrounding area.	•

FOR SMALL OR LARGE GROUP WORK

DEMONSTRATION			
Giving a presentation of a process by the instructor, aide, participant, resource person, or a combination of these	• Determine points to be taught. • Plan procedures for presentation and time allocation.	• Presents new learnings or skills. • Establishes standards for work.	

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

...ides for Using	Purposes for Using	Suggested Learning Experiences
...n trip and determine ...ls with participants. ...ect place to go and ...ngs to see in relation ...goals, accessibility, time. ...n for transportation. ...pare participants by ...rifying purpose of ...p, standards for ...ety, and proper ...duct. ...mmarize with partici- ...nts the findings and ...ctions of the trip.	• Provides firsthand information and knowledge of a service, product, or facility. • Improves understanding and appreciation of business, industrial, and social resources in the target community and surrounding area.	• Plan study trips to such places as: Farmers' market Food stores Clothing stores Department stores Elementary schools BOCES centers Adult Basic Education Centers Health clinics Libraries Day-care centers Neighborhood houses Social service agencies

FOR SMALL OR LARGE GROUP WORK

...termine points to be ...ught. ...an procedures for ...esentation and time ...location.	• Presents new learnings or skills. • Establishes standards for work.	• Demonstrate new products or projects to motivate interest. • Demonstrate new procedures participants will be using.

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using
DEMONSTRATION (continued)	• Assemble equipment, supplies, and teaching aids. • Summarize approved procedures which were shown.	• Gives participants a chance to share specialties and strengths.
BRAINSTORMING Responding to a specific topic in a quick, creative, and imaginative manner	• Present problem or concern to group. • Record ideas from the session. • Review ideas, screen, and evaluate in terms of problems or concern. • Summarize and possibly apply some of the acquired ideas.	• Provides an opportunity for participants to express ideas without judgmental restriction. • Secures quickly a variet of ideas upon which to base plans and decisions
BUZZING Considering specific subjects by small groups of participants with each group having a leader and recorder	• Present topic and indicate expected outcomes. • Allow a specific amount of time for the session.	• Clarifies main ideas and implications following a film or presentation.

FOR SMALL OR LARGE GROUP WORK
(continued)

Guides for Using	Purposes for Using	Suggested Learning Experiences
• Assemble equipment, supplies, and teaching aids. • Summarize approved procedures which were shown.	• Gives participants a chance to share specialties and strengths.	• Have participants present demonstrations of their specialties to create interest and promote self-confidence.
• Present problem or concern to group. • Record ideas from the session. • Review ideas, screen, and evaluate in terms of problems or concern. • Summarize and possibly apply some of the acquired ideas.	• Provides an opportunity for participants to express ideas without judgmental restriction. • Secures quickly a variety of ideas upon which to base plans and decisions.	• Have participants suggest ideas for recruitment, open house, and publicity. • Secure ideas when total group is faced with a common problem. • Use as a warmup prior to other types of discussion.
• Present topic and indicate expected outcomes. • Allow a specific amount of time for the session.	• Clarifies main ideas and implications following a film or presentation.	• Secure ideas for project selection, center learning experiences, and specific problem solutions.

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using	Sug
BUZZING (continued)	• Share results of each group with all participants. • Make plans for implementing results.	• Identifies questions or ideas to be answered by a resource person or during a study trip.	•
CIRCULAR RESPONSES Sitting in a circle with participants contributing to question or topic being discussed	• Select a topic which has many answers so members can respond without fear of failure or embarrassment. • Give each participant a chance to contribute without creating undue notice of those who do not respond. • Record and summarize contributions of participants. • Allow questions and comments from the group following the cutoff point for the discussion.	• Encourages participants to respond and after making a satisfactory contribution once, it is usually easier to make the second contribution. • Secures many points of view very quickly. • Provides time for each participant to contribute.	•

FOR SMALL OR LARGE GROUP WORK
(continued)

...ides for Using	Purposes for Using	Suggested Learning Experiences
...re results of each ...up with all partici... ...ts. ...e plans for imple... ...ting results.	• Identifies questions or ideas to be answered by a resource person or during a study trip.	• Identify main concepts of a trip or guest speaker.
...ect a topic which ... many answers so ...bers can respond ...hout fear of failure ...embarrassment. ...e each participant a ...nce to contribute ...hout creating undue ...ice of those who do ... respond. ...ord and summarize ...tributions of partici... ...ts. ...ow questions and ...nments from the group ...lowing the cutoff ...nt for the discussion.	• Encourages participants to respond and after making a satisfactory contribution once, it is usually easier to make the second contribution. • Secures many points of view very quickly. • Provides time for each participant to contribute.	• Have participants give name and answer other non-threatening questions about themselves. • Secure ideas about group concerns and solutions for problems. • Summarize main ideas following activities such as a film or study trip.

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for
PANEL		
Presenting information or opinions on a specific topic by four to six persons	• Determine topic to be considered. • Select panel members qualified to give reliable points of view. • Have leader of group introduce panel members and topic. • Allow each panel member to speak whenever he has a contribution. • Summarize comments frequently.	• Gives points o several author • Helps adults t there can be s right answers number of issu • Presents diffe of a situation ment and decis made. • Motivates furt interest in th
DISCUSSION		
Sharing by the group of ideas in relation to a common topic, frequently led by the instructor.	• Select topic for discussion in which participants have sufficient information and experience. • Orient group to topic and desired outcome. • Plan total group decision after participants have gained adequate self-confidence as members of the group.	• Formulates con for ideas. • Establishes cr • Explores an id • Organizes plan • Stimulates opi beliefs.

FOR SMALL OR LARGE GROUP WORK
(continued)

Guides for Using	Purposes for Using	Suggested Learning Experiences
• Determine topic to be considered. • Select panel members qualified to give reliable points of view. • Have leader of group introduce panel members and topic. • Allow each panel member to speak whenever he has a contribution. • Summarize comments frequently.	• Gives points of view from several authorities. • Helps adults to realize there can be several right answers to a number of issues. • Presents different sides of a situation so a judgment and decision may be made. • Motivates further interest in the topic.	• Have panel of participants show and tell about helpful experiences they had at the center. • Invite teacher, school administrator, or school-community liaison person to inform participants about school and how they can help their children succeed in school. • Invite several area clergy to come and tell about the services they provide to the community through their churches.
• Select topic for discussion in which participants have sufficient information and experience. • Orient group to topic and desired outcome. • Plan total group decision after participants have gained adequate self-confidence as members of the group.	• Formulates conclusions for ideas. • Establishes criteria. • Explores an idea. • Organizes plans. • Stimulates opinions and beliefs.	• Plan phases of activities that affect the total group such as study trips, resource people, upkeep of facilities, selection of center supplies and equipment, recruitment and public relations. • Summarize benefits gained from the above experiences.

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using	Sug
DISCUSSION (continued)	• Guide discussion and keep comments relevant to topic being discussed. • Create comfortable climate in which each person feels free to speak.		• H d t h
ROLE-PLAYING Acting spontaneously various roles within a real-life situation	• Plan the situation and define roles to be played. • Select members and orient remaining participants to the desired outcomes. • Follow the action with a discussion.	• Provides practice for anticipated experiences. • Explores ways individuals interact with each other. • Shows the possibility of varied solutions to a problem. • Discovers personal feelings and emotional responses in specific situations.	• S s c • S w • A • I

FOR SMALL OR LARGE GROUP WORK
(continued)

ıides for Using	Purposes for Using	Suggested Learning Experiences
de discussion and keep ments relevant to ic being discussed.		• Have informal total group discussion on selected topics when members are having coffee.
ate comfortable mate in which each son feels free to ak.		
an the situation and fine roles to be ayed. lect members and ient remaining partici-nts to the desired tcomes. llow the action with discussion.	• Provides practice for anticipated experiences. • Explores ways individuals interact with each other. • Shows the possibility of varied solutions to a problem. • Discovers personal feelings and emotional responses in specific situations.	• Show the way participants should act on a study trip or before a guest speaker. • Suggest a shopping scene where a customer is attempting to return some unsatisfactory merchandise. • Act out a parent-teacher discussion about a child's problem at school. • Present a homemaker's reaction to a door-to-door salesman.

Source List

AFL-CIO
Pamphlet Division
815 16th St., NW.
Washington, D.C. 20006

Adult Education Association of the U.S.A.
1225 19th St.
Washington, D.C. 20036

Alcoholics Anonymous
Box 459
Grand Central Station
New York, N.Y. 10017

Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, Mass. 02110

American Banking Association
Banking Education Committee
90 Park Ave.
New York, N.Y. 10017

American Home Economics Association
1600 20th St., NW.
Washington, D.C. 20009

American Vocational Association
Division of Home Economics Education
1510 H St., NW.
Washington, D.C. 20005

Ann Arbor Publishers
610 South Forest St.
Ann Arbor, Mich. 48104

Appleton-Century-Crofts
Division of Meredith Corp.
440 Park Ave., South
New York, N.Y. 10016

Auburn University
Cooperative Extension Service
Auburn, Ala. 36830

Basic Books, Inc.
404 Park Ave., South
New York, N.Y. 10016

Behavioral Research Laboratory
Box 577
Palo Alto, Calif. 94302

California Migrant Ministry
3330 West Adams Blvd.
Los Angeles, Calif. 90018

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301-327 East Lawrence Ave.
Springfield, Ill. 62703

Charles E. Merrill Books, Inc.
1300 Alum Creek Dr.
Columbus, Ohio 43216

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Columbus, Ohio 43216

Consumers Union of United States
Educational Service Bureau
256 Washington St.
Mount Vernon, N.Y. 10550

Cornell University
Cooperative Extension Service
Mailing Room
Building 7 Research Park
Ithaca, N.Y. 14850

Council for Family Financial Education
277 Park Ave.
New York, N.Y. 10017

Dryden Press
Division of Holt, Rinehart, and Winston, Inc.
383 Madison Ave.
New York, N.Y. 10017

Equitable Life Assurance Society of the United States
Bureau of Public Health
Box 572
New York, N.Y. 10001

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Palo Alto, Calif. 94026

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Food and Drug Administration
Washington, D.C. 20204

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215 Church St.
Phoenix, N.Y. 13135

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New York, N.Y. 10022

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845 Third Ave.
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Haskell Institute
Publications Service
Lawrence, Kans. 66044

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University of Illinois
Urbana, Ill. 61801

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Gary, Ind. 46402

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New York, N.Y. 10017

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Scranton, Pa. 18515

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